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ABSTRACT

This booklet presents a rationale that links values, decision-making and education together in the context of drug abuse education. It explores the idea of building drug abuse education programs with prevention as the focus. It also provides detailed suggestions for how values clarification strategies can be used by teachers in classrooms to help children and young people gain greater control over personal decision-making processes. A resource list is included. (Author/LFB)

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VALUES CLARIFICATION (DECISIONS, DRUGS, VALUES)

DARTE (Drug Abuse Reduction Through Education)

Wayne County Intermediate School District
33500 Van Born Road
Wayne, Michigan 48184
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CG 012 734

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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INTRODUCTION

Values - decision-making - education. What do these words really have to do with one another in the context of drug abuse education?

This booklet presents a rationale that links these terms together. It explores the meaning they have for building drug abuse education programs with *prevention* as the focus. It also provides detailed suggestions for how *values clarification strategies* can be used by teachers in classrooms to help children and young people gain greater control over personal decision-making processes.

* * * *

How have schools and school people responded to the drug problem - once events have forced a recognition that drug abuse does exist, and often in their own schools? Responses can be fairly characterized by the following sequence:

Many schools thought drug abuse among young people, at least "their" young people, was relatively insignificant. Or if the problem did exist it was regarded as a medical problem or a legal problem or a social problem - somebody else's problem but not the business of educators. The sheer inability to "grab hold" of the school dimensions of the problem - to define, describe, and characterize it - led to many delays and false starts.

Next, schools tended to respond to the clamors, urgings, and pressures of parents, students, and community

by developing "information-about-drugs" programs. This was the schools "will do their share in combatting drug abuse" approach.

Helen Nowlis characterizes this type of educational programming as that which

> assembles assorted individuals in groups of varying sizes in school classrooms or assemblies ... and presents them with films, cartoons, pamphlets, lectures by authorities varying from physicians to ex-addicts.[1]

Where educators have relied solely on information about drugs, on descriptions of life styles of addicts or dependent individuals, on scare and horror stories, or on attempts to indoctrinate young people with sets of attitudes about drug substances, they have stretched credibility limits between young people and adults.

This second level effort often overlapped another development in schools. In many cases, the legitimate curriculum developers -- teachers, administrators, parents, and students -- were bypassed in favor of new drug bureaucracies and experts whom Frederick F. Flach describes as a

> large corps of well meaning persons ... asked to form new kinds of organizations which depend for their economic and social justification on the perpetuation of the very problem they have been created to eliminate ... [of whom many] propose solutions which at best are simplistic and superficial, or so diffuse as to defy understanding.[2]

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[1]Helen H. Nowlis, "Current Approaches to Education on Drugs," in 1971 Report of the Thirty-Third Annual Scientific Meeting of the Committee on Problems of Drug Dependence of the National Academy of Sciences, the National Academy of Engineering, and the National Research Council, 1971.

[2]Frederick F. Flach, "Why Drug Programs Fail," American Teacher, December, 1971.

But there are perhaps, more useful, and at the same time, more complex educational initiatives that should be developed.

DARTE is a drug abuse prevention program that recognizes that young people and adults need to

... be provided with honest, accurate, unbiased information about the pharmacological, social, psychological, legal and medical aspects of drug abuse,

... build rewarding and continuing communication and trust patterns of behavior,

... be helped to use value clarification processes to examine their own values in making more life-fulfilling decisions,

... work through a process of sequential experiences - so that they work together in action-oriented teams to plan, implement and evaluate drug abuse education programs.

Educational action plans can incorporate a number of efforts to accomplish those goals - inservice programs, informational programs for the community, cooperative relationship with counseling and treatment agencies - as well as a wide range of actions which might involve structural and organizational changes in schools, curriculum changes in classrooms, and new roles and relationships in schools and communities.

This more complete effort, and one which promises greater benefit, is one which capitalizes on the interest and training of educators. They can effect the changes necessary to restructure overall school environments and relationships in schools which will help young people grow without drugs.

This kind of educational effort puts into positions of effective leadership those adult educators and students who "help to build bridges between sensible adults and sensible young people."[3]

Here we assume that information about drugs is provided within a broad context of related experiences and that it needs to be internalized by each individual and related to his maturity, feelings, and values. A focus continues on drug abuse behaviors but as much or more emphasis is on the total growth of human beings.

Young people today are confronted with choices and decisions in every aspect of their lives. Decisions for and against drug use and abuse, for many young people, may be watershed decisions. Without training in critical thinking or inquiry or values clarification, they may well let others, particularly their peers, make these decisions for them. Practice in decision-making processes in elementary school can give teenagers the tools and approaches and processes they need to deal with these life-involving questions later.

Educators can have a significant impact where there is conflict about values and feelings by helping individuals and groups clarify their thinking and values systems. Values too frequently seem to have little to do with fact. They are also related to personal

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[3]Ibid

emotions and biases of individuals. The Kalants believe that

> Emotion is obviously an extremely important factor in many of the decisions we make, and it is quite appropriate that this should be the case in areas of value judgment.[4]

Efforts to help individual young people understand and accept values as they relate to decision-making behaviors are one, but only one, important focus of educational efforts to prevent drug abuse. Other important emphases should be included in a well-conceived program. The necessity to plan for the implementation of a design which incorporates an "Alternatives Model" illustrated by Allan Y. Cohen's work is another such emphasis. This model emphasizes causes of drug abuse and requires the development and communication of alternative attitudes, strategies, techniques, institutional changes and life styles which could diminish the desire for using drugs to attain legitimate personal aspirations. Cohen argues convincingly that the art of living is a critically important skill for young people not reflected in course curricula and suggests the development of alternatives based upon levels of experience and motives as the best possible prevention.[5]

There are other promising proposals which should be related to a total educational effort. The point is that preventive education in drug abuse should

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[4]Harold Kalant and Oriana Josseau Kalant, Drugs, Society, and Personal Choice (Don Mills, Ontario: Paper-Jacks, General Publishing Co. Limited, 1971), p.8.

[5]Allan Y. Cohen, "The Journey Beyond Trips: Alternatives to Drugs," Journal of Psychedelic Drugs, Vol.3, No. 2, 1971.

be related to a total educational effort. The point is that preventive education in drug abuse should encompass a variety of techniques and processes, built into an interrelated, coherent whole, featuring value clarification and decision-making techniques and processes.

We should conclude that there is no single saving device. The question of who should be a drug educator raises the question of who indeed should be a teacher. So much of what has been done in the name of drug education has been irrational at worst or incomplete and non-productive at least, that one may be tempted to invest too much faith in the ability of value clarification techniques to "resolve the problem".

Not all techniques are equally useful to all groups, all individuals, and all teachers. The adults must know the group and the individuals that compose it.

But an honest effort to improve the climate and relationships in schools and to build the credibility of each generation in the educational setting requires a good faith effort.

One other consideration, when we start examining roles and relationships, when we see the continuation of wishful thinking about ways to control behaviors and seek to depart from "tradition and expected" approaches to drug abuse education, we may be facing perhaps the most difficult of all problems. Because what we are urging

> involves less emphasis on information about drugs, more emphasis on the individual and the meaning and function of his drug use, on effective communication, on the involvement of youth and of the total community, and an attempt to put drug use and abuse in the perspective of the myriad problems faced by young people as they live and learn and grow toward maturity.[6]

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[6]Nowlis, op. cit.

VALUES CLARIFICATION - A PROCESS[1]

Values clarification is a valuable and practical approach to the educational task of helping children and young people in more effective decision-making. A central task of educators today is: How do we help children and young people move through the tangles of personal beliefs, interests, attitudes, bits of information, and feelings they have about DRUGS or about other life problems? How do we help them gain the strengths to make intelligent, life-fulfilling decisions regarding their own lives and learn to accept responsibility for the decisions they make? To the extent that some already have many of these necessary skills and resources, we can reinforce them. For those who don't, we have a responsibility to build these challenges into educational experiences.

Values clarification strategies are particularly useful and appropriate in drug abuse education where so many young people are groping for ways to build meaning and resourcefulness and closer relationships with others into their lives.

Values clarification strategies *do not teach* a particular set of values. Rather, they are designed to help children and young people sort out, talk about, and think through their own values systems. The emphasis of this approach and these strategies is on PROCESS -- on the very personal process by which an individual defines his own value system and by which he makes constructive decisions -- decisions he can live with and take responsibility for.

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[1]Values clarification is an approach most frequently associated with Louis Rath, Sydney Simon, Merrill Harmin, and Howard Kirschenbaum who have been running values education workshops around the country for educators for the past few years. See pages 54 - 56 for further references.

Values clarification strategies excite teachers, parents, and students because they can

- be used with children and young people *at all grade levels and ages and in all subject matter areas;*

- provide a *way to discuss controversial matters* in a classroom with intellectual honesty and without pressuring individuals to take one position or another;

- provide a *way for young people to confront and be confronted by values they hold in a nonthreatening atmosphere* and in a way which allows and even helps them challenge or question their own positions; and

- *link together cognitive-thinking and affective-feeling behaviors for each person in a whole fashion* - they say to students that feelings and thinking go together and are bound up in all the decisions we make and we better deal with all of them.

THE VALUING PROCESS

For the purposes of values clarification, the valuing process is defined in an operational fashion, in terms of how it works. The valuing process includes seven elements clustered in the three action processes of *CHOOSING, PRIZING,* and *ACTING.* These seven elements can be used as a set of criteria to hold up against *any choice or decision* a person makes to determine the nature or depth of value commitment.

CHOOSING:
1. Choosing from alternatives
2. Choosing after considering the consequences
3. Choosing freely

PRIZING:
4. Considering what one prizes and cherishes
5. Affirming one's choice publicly, to others

ACTING:
6. Doing something, acting in terms of one's choice
7. Doing so repeatedly, as a pattern in one's life.

Though each values clarification strategy usually emphasizes one or more of the three processes of *CHOOSING*, *PRIZING*, and *ACTING*, each can be stretched to include all three processes. Basically, the goal of values clarification techniques is to help young people

- look for their own alternative ways of handling problems or situations, recognizing that each might make different selections,

- examine the consequences, the what-would-happen probabilities, for each alternative, and

- make personal decisions based on an honest and accurate assessment of the information they have generated.

Nor does this decision-making process stop there. By emphasizing *PRIZING* and *ACTING* processes, in addition to the *CHOOSING*, values clarification brings immediacy and meaning to the decisions young people begin to make for themselves.

GROUND RULES FOR USING VALUES CLARIFICATION IN THE CLASSROOM

One thing we can be sure of -- there is no one educational approach appropriate to all teaching styles or behaviors. Nor is values clarification appropriate for all teachers in all situations. If teachers are going to be using values clarification strategies they need to be able to work within the ground rules listed below and be able to consider and respond to the considerations and cautions that will follow.

What kinds of GROUND RULES do teachers need to be able to accept and use if they are going to try out values clarification strategies in their classrooms? They need to recognize that

- values clarification is a PERSONAL PROCESS. Each student may move at his own rate or respond somewhat differently from his peers. That's what it is all about -- helping young people arrive at personal decisions rather than peer group decisions. It's really asking a young person, "Who's in charge of you?" and hearing him say, "I am."

- Values clarification requires *open-ended teaching and questions*. There are no predetermined answers, no right or wrong answers. Within the values clarification framework, all are accepted -- as the place people are at that point in time, as the place to begin.

- The classroom atmosphere, climate, environment has to be *nonjudgmental and accepting*. Just as there are no judges, lawyers or juries in it, there are no winners, no losers.

- In any values clarification activity, the option to pass is always available. *The right to pass, the right not to participate is always there.*

These ground rules are implicit in what happens each time a teacher uses a values clarification activity. Each strategy follows a similar developmental sequence: open up, accept, push to clarify, accept. In other words, whenever we use a values clarification activity, we move through a process - a series of steps:

- *OPEN UP, GET INFORMATION OUT* — The first step is to open up the area, to get information out, to stimulate a person to think about value-related things, to make a response, and to share his response with others. Questions and teaching are *open-ended*, there are *no right or wrong answers, no predetermined answers*.

- *ACCEPT* — The second step is to accept his thoughts and feelings *without judging them*. This step tells him that it is safe to be honest with us and himself, no matter how confused or negative his thoughts or feelings might be. In values clarification, there are *no lawyers, judges or juries -- there are no winners, no losers*. At any point, anyone can *pass*.

- *PUSH TO CLARIFY* — The third step is to stimulate the person to do some additional thinking, to think more about a position he has taken, or a decision he has tentatively made, so that he moves toward more comprehensive levels of valuing.

- *ACCEPT* — Once again, we *accept* the response -- whatever it is, here-and-now.

CAUTIONS AND CONSIDERATIONS

One of the most intriguing things about values clarification as a teaching-learning approach is that teachers *do not need* extensive training to try out some of these activities. They must respect the ground rules, but experience in the process itself builds further skill in using more complex values clarification strategies. Teachers can start small, building in values clarification activities for a few minutes each day and gradually expanding the quantity and quality of involvement as the teacher grows more comfortable with the process and as the students grow more skilled in using the techniques.

However, there are some matters teachers need to give prior thought and consideration to. How would you deal with these?

... *PASSING* — If these strategies are truly open-ended, at any point a person has the *right* to *PASS*, in effect to say: "I prefer not to commit myself right now," "I don't know," "I'm not ready to share my ideas right now." *In running your classroom, can YOU MAKE ROOM for this right?*

... *PRIVACY* — Values clarification is essentially a personal process that goes on within and between individuals at different rates, in different ways. *Can you live with this?* For example, if students are keeping VALUES JOURNALS in which they probe their own thoughts and feelings in relation to various positions they have taken, would you feel comfortable in asking them to share only those parts they want to with you every so often? Would you be able to live with the instruction to them that they are to remove from their journal anything they are not ready to share? Or they are to write on the top of any page they want to "DO NOT READ" and you would not read it?

... *CONFIDENTIALITY* — To what extent can you comfortably deal with confidential kinds of statements which students might make to you or to each other? Respecting a child's or student's privacy and confidences can be a real responsiblity, but a necessary one if values clarification processes are to be truly worthwhile. *Respecting a student's privacy and confidentiality means not only in front of his classmates, but with other faculty, too.*

... *MARKING* Traditional marking systems hardly fit in with values clarification work. *How can you reshape your marking system to fit the assumptions and procedures of values clarification?*

Keep these considerations and the guidelines in mind, but begin now to try out some of these activities in your classroom. You don't have to spend an hour a day on them. Many of them will fit into 15 and 20 minute "time cracks" in the day. You may want to spend larger blocks of time on values clarification activities as both you and the students become more skilled in using these techniques and are drawn deeper into examining your own values and attitudes and position throughout the school year.

Value-rich areas that often need values clarification are:

family	money	friendship
love	leisure	DRUGS
sex	DRUGS	self-appraisal
work	religion	violence
DRUGS	ethics	

If you use these activities regularly, over time, what can you expect students to be able to do? They should be able to:

- formulate a statement of belief which accurately reflects their own values;
- defend their statements and maintain their values even when they differ from those of their peers;
- ask questions of others about their own and others' values;
- seek information when experiences and observations conflict with values;
- alter their value positions on the basis of new experiences and information;
- discuss alternative values;
- understand the intensity of their values and the intensity with which values are held by others;
- act on their values and examine the effects of their actions;
- explain why and how peer pressure influences values; and
- openly express their values in public.

OPENERS AND ICEBREAKERS

WHAT THEY ARE: Introductory activities to use with a new group whose members don't know one another or to use with an existing group to set a new tone or mood or atmosphere of acceptance and openness.

WHAT THEY DO: At a minimal level, they help group members learn each other's names. They help legitimize the expression of feelings people have. They say to people that feelings are real, are a part of us, and deserve to be recognized and accepted. Finally, they help people - children, young people, and adults - get in touch with themselves, identify things that describe how they feel about themselves at this time.

HOW TO DO THEM: A series of "opener" activities is presented below. Variations and alterations of each are explored. If you have the time, these activities work well in the sequence in which they are presented. You may want to alter the sequence or introduce other variations of your own, depending on the age and experience levels of the group, your purposes, and the time you have. Note that some of these activities can be used again and again; others are one-shot activities, at least with any one group.

1. Open up the group: *NAME CARDS.* (Give each person a card - 3x5", 4x6"- or a small piece of paper.) Print your name on it in large letters (with felt tip pens or crayons).

Variation: Print your name. Now print 4 words that describe you - how you see yourself as a person, ideas about yourself you would like to share with others, <u>but</u> all the words must end in -ING, for example: caring, feelings, hoping, coping, fearing, loving, trying.... Then, somewhere on the card, write the name of one person you have known that has been very important or influential in your life. Finally, write the name of the place you would like to live, if you could live anywhere in the world.

2. Conduct a short getting-together activity - *MILLING, SHARING TRIOS,* or just having them interview and introduce each other to the rest of the group, whatever is appropriate.

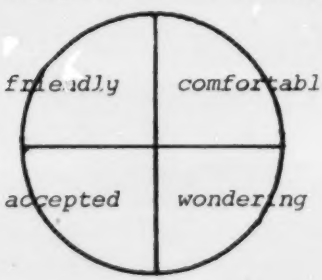
MILLING. Let's all move to the front (back, side) of the room where we can move about. Let's see if we can say "hello" to people with our eyes, rather than with our voices. We're going to move around the room saying "hello" to each person, without saying a word. To get started, pick one person you would like to know better, move up to that person, read his name and his card, "eyeball" it - say "hello" with only your eyes, then move on to another person, and another, until you have greeted everybody. Have you picked a person you would like to know better? Say "hello." (After most have had a chance to greet everybody...) Now, this time, but again without saying a thing, move around the room with a smile and a handshake for everybody.

SHARING TRIOS. (Could follow milling or be used instead of it. Can be used off and on again during a semester as a change of pace. The basic idea is that individuals form trios, spend a few minutes discussing the topic

or idea that the leader gives them, one person in each trio then moves on to another trio and is replaced by another. People get a chance meet one another, and each person gets a chance to talk, legitimately. Topics or ideas which the leader tosses out can be any appropriate subject, depending upon the level of security, openness, and experience of the group members.)

Pick two other people you would like to know better, form a trio, and move off to a place in the room where the three of you can talk. When you get situated, introduce yourselves to each other, and briefly tell the other members in your trio *about the time when you had the most fun lately.* (A few minutes later...) Within each trio, decide who wants to be an eagle, who wants to be a lion, and who wants to be an owl. (A minute later...) Will all the eagles say goodby to their trios and fly away to another one? (A minute later ...) In your new trios, will each of you tell the others *what you like to do best when you have some spare time.* (A few minutes later...) Now, will the lions in each trio wave goodby and roar off to another trio. (A minute later...) In your new trios, will each of you tell the others about *what you like to do best with your families.* (A few minutes later...) Now, will the owls whisper goodby and wing your way over to another trio. (A minute later...) In this trio, tell the others about *a plan you made and carried out, within the last year or so.* (A few minutes later...) Now, let's all move back into the total group.

HERE-AND-NOW WHEEL. Take off your name card, turn it over, and draw a large circle on the back of the card. Now, draw two intersecting lines at right angles to each other, making four spokes inside the wheel that is formed. (Illustrate on the blackboard) On each of the spokes (or in each of the four quarters), write a word describing how you are feeling as a result of the session so far.



We all have feelings that develop or arise from things we do, situations in which we find ourselves. These feelings are normal and natural and a part of being a person. Being aware of and getting in touch with our own feelings is an important part of knowing ourselves.

Now, turn your card back over. This exercise is designed to help us think about what we are feeling. The HERE-AND-NOW WHEEL with our feelings on it is our own private information right now. It represents our inner self.

Put your name card back on, but with the HERE-AND-NOW WHEEL next to your body and your name facing out. The name side represents our outer self, what we share with others. Our outer self faces out and we can wear it the rest of the time today, but our inner self, as represented by the WHEEL is inside, facing us.

CLARIFYING RESPONSES

How can we respond meaningfully, in an open, non-judgmental fashion, to the things that people tell us or confide in us? Often they really don't want our opinion -- they want someone to listen to them and to try to understand them. In many cases, they are thinking aloud. How can we help them think more carefully or consider more deeply? -- USE A CLARIFYING RESPONSE.

Clarifying responses are often short, one-shot encounters between an adult and student -- encounters that help young people see better what they really think, value, or feel about what has been said or done. Before looking through the examples of clarifying responses listed below, a caution by Raths, Harmin, and Simon seems very appropriate:

> The acid test for any response is whether or not it results in a person reflecting on what he has said or done, clarifying, getting to know himself better, examining his choices, considering what he prizes, looking at patterns in his life, and so on. If the response makes the student defensive, or gets him to say what the adult wants him to say, or gives him the feeling the adult is nagging him, it is being used improperly or with poor timing. An accepting, non-committal attitude on the part of the person making responses is crucial.

Now for some examples of clarifying responses:

1. Are you saying that ... (repeat)?
2. Is this something you think highly of?
3. Are you glad about that?
4. How did you feel when that happened?
5. What other possibilities are there?
6. Did you consider any alternatives
7. How long have you felt that way?
8. What else did you consider before you picked this idea?
9. Was that something that you yourself selected or chose?
10. What do you <u>do</u> about that idea?
11. Can you give me some examples (a "for instance) of that idea?
12. What do you mean by ...; can you define that word?
13. If you did that, what would happen?
14. Would you really <u>do</u> that or are you just talking?
15. Did you say that ... (repeat in some distorted fashion)?
16. Have you thought much about that idea (or behavior)?
17. What's really good about this choice that makes it stand out from the other possibilities?
18. Are there some reasons behind your choice?
19. What are some good things about that notion?
20. Is what you express consistent with... (note something else the person said or did that may point to an inconsistency)?

21. Is that a personal preference or do you think most people believe that?
22. How can I help you do something about your idea? What seems to be the difficulty?
23. Do you do this often?
24. Would you like to tell others about your ideas?
25. Would you do the same thing over again?
26. Do you value that?
27. Do you think people will always believe that? Or, "Would Chinese peasants and African hunters also believe that?" Or, "Did people long ago believe that?"

# # # # #

UNFINISHED BUSINESS

"UNFINISHED BUSINESS" is merely the response that teachers can use when a group has not had enough time to finish up a discussion or when two students or a teacher and a student have a discussion going that others are not particularly interested in.

"UNFINISHED BUSINESS" can be the term used to signal that we as individuals need to take responsibility to finish up a discussion with each other, particularly if the rest of a group wants to move on and two or three people are still chewing over a set of ideas.

COAT OF ARMS

WHAT IT IS: A short activity to help people -- adults and young people -- take a personal and private look at some of the things they choose, prize, and value.

WHAT IT DOES: Gets people started thinking about things they care about, things that are important to them. Having to draw pictures, signs, and symbols - rather than writing words - adds an extra dimension to the exercise and helps preserve privacy of feelings and ideas.

HOW TO DO IT: (Have available, if possible, outline copies of the coat of arms to distribute to group members. [See the following page] It is also helpful to be able to draw the outline of the coat of arms on a chalkboard. Depending upon the age and experience level of the participants you may want to spend some time talking about a "coat of arms" and how symbols on it coded what a family stood for and had done in its history.)

There are six areas in this coat of arms. You are going to be asked to make a drawing - to draw a picture, sign, or symbol - in each of the areas #1 through #5. Do not use words except with #6. Your drawings can be simple, incomplete, and even unintelligible to others - as long as you know what they mean. This is private information for you.

In #1 - draw a picture, sign or symbol to represent:
YOUR GREATEST SUCCESS (something you are proudest of having done)

#2 - draw a picture, sign, or symbol to represent:
YOUR FAMILY'S GREATEST SUCCESS

#3 - *...SOMETHING SOMEONE CAN DO FOR YOU OR WITH YOU TO MAKE YOU FEEL GOOD*

#4 - *...YOUR GREATEST FAILURE*

#5 - *IF YOU KNEW YOU HAD ONLY ONE YEAR TO LIVE, WHAT WOULD BE YOUR ONE WISH?* Draw a picture, sign, or symbol to represent it.

#6 - Write down *THREE WORDS YOU WOULD WANT OTHER PEOPLE TO USE TO DESCRIBE YOU AFTER YOU'RE GONE.*

FURTHER USE: The COAT OF ARMS activity is a personal kind of activity and using drawings enables individuals to keep it private. You may want to have them use or probe or push their ideas and feelings a little further if there is time and if the time is right.

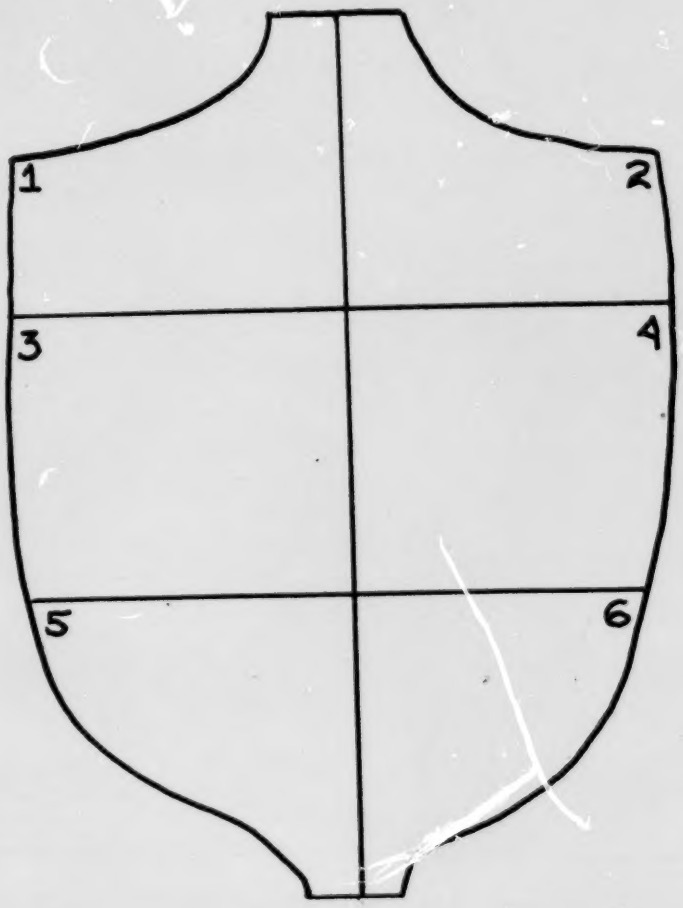
- If they trust one another, or if they regularly work in SUPPORT GROUPS, you might want to have them move into small groups and pick one area of their COAT OF ARMS to tell the rest of the group about. Remember, individuals have the right to pass - and you have emphasized that this is a personal and private activity.

- You might have them select one of the areas on their COAT OF ARMS and then write more about their feelings and thoughts about it in their VALUES JOURNAL.

SAMPLE OF SHEET TO DISTRIBUTE:

YOUR PERSONAL COAT OF ARMS

In areas #1 through #5 below, *make a drawing* - a picture, sign, or symbol - to express your ideas. Do not use words except with #6. Your drawings can be simple, incomplete, and unintelligible to others, as long as you know what they mean.



LIKE LIST

WHAT IT IS, WHAT IT DOES: A short activity to help people take a fresh look, or another look, at what they really like to do, what activities they value, how they spend their time, and how their interests may be changing over time.

HOW TO DO IT: Take a piece of paper (or use a page of your VALUES JOURNAL.) Put the date at the top of the page. Leave the left-hand third of the page blank - starting about two-thirds of the way over, make a list of 10 (or 15 or 20 - depending upon age of group, time you have, etc.) things you like to do when you have a chance. (Give them enough time to get most of the list completed.) Now, let's take a further look at the list.

Go back and put a * (asterisk) next to the *5 things you like to do best.*
A -next to those things you would be willing to *tell others about.*
R - next to those items where there is some personal *risk to you attached.*
$ - next to those items that *cost money to do.*
N - next to those things that are *new in your life* in the past 6 months or so.

Now look back at those things you put an asterisk on. When did you last do those things you like to best? Put an approximate date next to each. Take a minute to look over your list to see what it tells you about yourself. You may want to think further about some of these questions:

How recently or how often do you do what you really like to do best?
How many of the things you best like to do (with an *) also cost money (have a $)? How many don't cost money?
Are there a lot of new things in your life? Or are you a person who keeps pretty much to old, familiar things?
Are you a "private" kind of person who would rather not tell others about many of the things in your life or do you tend to be an "open book" kind of person?

Write down some I LEARNED statements on your paper or VALUES JOURNAL - "I LEARNED that I am a person who ...."

VARIATIONS AND FURTHER USE:

You may want to do this exercise periodically with a group you are working with (hence the date) and have them compare what they put down on one occasion with what they LIKE LIST at another time. For example, with a classroom group, you might want them to do a LIKE LIST at the beginning of the school year, near the middle, and again at the end.

You may want to add to the code suggestions above or change these codes, whatever is appropriate.

VALUES VOTING

WHAT IT IS: a short, snappy way of seeding a group with meaningful ideas and issues and positions to think about and talk about

WHAT IT DOES: gives individuals in the group a chance to find out where they are and where others are in relation to issues -- in a NON-JUDGMENTAL, OPEN, COMMUNICATIVE setting, in the HERE-AND-NOW. Helps people see that these things are of concern to others, too. Shows people that it is legitimate to discuss love, hate, divorce, and other human problems in a class or group setting. Brings out differences in how people see and feel about issues and problems -- differences which tend to be hidden in general discussions. Helps everyone gather data about feelings, attitudes, and ideas that people in the group have about selected issues -- drugs, Vietnam, health care, taxes, the American Revolution, the atomic bomb and so on. By voting now and discussing later, people are encouraged to think about issues independently.

HOW TO DO IT: In a small group, have everyone sit around in a circle so that everyone can see each other. If the group is larger, pull out a panel of six to eight people who are generally representative of the people in the total group (male-female, adult-student, parent-teacher, etc.) Or demonstrate some with a panel and then have the total group vote on others.

After a brief discussion of the ideas behind valuing and the value clarification process, and after selecting the demonstration panel (if this is necessary), the leader demonstrates *HOW TO VOTE* on each of the questions he is going to be asking the group:

RAISE HAND - if positive or in support of the idea
FOLD ARMS - if neutral, have no position, or do not with to take a position right now
HOLD OUT FIST WITH THUMB DOWN - if negative or in opposition to the issue in the question
WAVE HAND VIGOROUSLY - if strongly positive or supportive
STIR THUMB VIGOROUSLY - if strongly negative or opposed

NOTE: With only a brief pause after the group or the panel has voted on a question, THE LEADER VOTES, TOO. The leader shares his positions with the group, but in a manner designed not to influence how group members vote.

WHAT HAPPENS: Everyone, panel and the total group, gets involved and wants to start discussing the issues presented. When to stop voting and start discussing? Play it by ear!

SOME SAMPLES AND EXAMPLES

WRITE YOUR OWN VALUES VOTING QUESTIONS At least in the beginning -- until you are sure of your trust relationship with a particular group -- avoid questions which might embarrass individuals or which might invade their privacy. Remember -- questions which might be appropriate in a Family Living class might be questionable or inappropriate in an English class, a Social Studies class, or a Science class. Questions usually should be phrased as "How many of you..." questions.

AND USE THEM REGULARLY WITH YOUR CLASS At any one time, start out with lead-in questions to warm up the group -- throw in "issue" questions later. Encourage an OPEN, NON-JUDGMENTAL ATTITUDE. MORE IMPORTANT, BE THAT WAY YOURSELF! Usually 7 or 8 questions are enough to get a group ready for a rousing discussion. Encourage group members to write down and turn in values questions of their own. USE THEM THE NEXT TIME. Come back to some of the old questions at later times to give people a chance to change their minds and indicate so publicly. You may want to push this activity further and have people write in their VALUE JOURNAL in relation to one of the questions and their position on it.

TO GET STARTED, YOU MIGHT LIKE TO TRY OUT SOME OF THESE SAMPLE QUESTIONS

- FOR ELEMENTARY SCHOOL CHILDREN -

HOW MANY OF YOU ...

... would like to live in the country?
... daydream often?
... have had to do something that took a lot of courage?
... like being alone?
... feel good about what happens in school, most of the time?

... get hurt feelings easily?
... feel lonely sometimes, even in the midst of your family?
... spend most of your spare time watching television or playing with friends?
... know someone who smokes pot or marijuana?
... take aspirin when you have a fever or a headache?

... know someone who takes pills everyday?
... usually find plenty to do, even when no one else is around?
...
...
...

SOME SAMPLES AND EXAMPLES

- FOR OLDER STUDENTS AND ADULTS -

HOW MANY OF YOU ...

... got enough sleep last night?
... think you have a hole in your sock or stocking right now?
... spend most of your spare time watching television or talking with friends?
... are on the Vitamin C bandwagon?
... generally take time to meditate or breathe deeply each day?

... know someone who uses pot (grass, weed)?
... know someone who is an alcoholic?
... question the use of amphetamines (pep pills) to control appetite?
... think seniors in nigh school should be given full birth control information?
... feel happy about what you're doing with your life?

... know people who take amphetamines (pep pills)?
... know someone who regularly uses sleeping pills, tranquilizers, or barbiturates (downers)?
... know at least one adult you can always go to to talk about your problems?
... feel lonely sometimes, even when you're with friends or family?
... always take aspirin when you have a fever or headache or just an ache?

... usually find plenty to do, even when no one else is around?
... feel sure that you will never smoke?
... have kicked a heavy tobacco habit?
... think drug abuse is now or is potentially a critical problem in your community
... have ever used an illegal drug, including someone else's prescription pill?

... have never taken tranquilizers, barbiturates, or sleeping pills, except in a hospital?
... think that the #1 drug problem in this country is alcohol?
... have reduced your intake of drugs - of all kinds - in the past year or so?
...
...
...

RANK ORDERING

WHAT IT IS: Rank ordering usually presents 3 alternatives that people are to place in priority order - first choice, second choice, and third choice. Some members of the group are asked to say aloud how they ranked the three items. Discussion may or may not follow.

WHAT IT DOES: Gives people practice in making choices, shows that different people have different preferences -- no one set of preferences may be right for all people and all times, gets people to think later about the choices they make now, and really gets people talking.

HOW TO DO IT: In a small group (10 or fewer) have everyone state the order in which they ranked the three items. To help everyone keep track it is usually most helpful to have participants use key words to identify the items they are ranking, rather than numbers or letters (See underlining in examples). In a larger group, use a representative panel to rank the items. Let the rest observe (they will be silently participating anyhow). Or after the panel has ranked the three items, have the audience vote on how many ranked each item in first place. Remember: a person may <u>pass</u>, if he isn't ready to commit himself publicly at this time.

<u>NOTE</u>: The leader states his rankings after others have done so.

As people are ranking the items, one person may want to chart rankings in order to display differences. Discussion might follow the rank ordering, particularly if the items in the rank ordering were relevant to other things the group is doing then and there. Or it might be useful to use the technique one day with no discussion; then use the same items the next day; and then have people talk about or write about changes in preferences from one day to the next, or alternatively why no changes occurred. Follow up might be to have people who have similar rankings get together briefly in small groups and talk about the thinking and feeling behind their positions.

WHAT HAPPENS: Both students and adults really want to talk about why they made the choices they did -- what considerations they took into account. Making a public commitment (or even deciding not to at this time) and hearing others perhaps take different positions starts people to thinking about where they really are, and where they want to be.

REMEMBER: KEEP THE RANK ORDERING AND ANY DISCUSSION THAT FOLLOWS OPEN AND NON-JUDGMENTAL.

SOME SAMPLES AND EXAMPLES

WORK OUT YOUR OWN RANK ORDER MATERIALS. *Choices should not be simple*. If everyone in the group ranks the choices the same way, different rank order items are probably necessary. *Issues raised should be interesting and relevant*. Sometimes issues are raised that are not ordinarily discussed in public so that people can get to know how others feel about them.

AND USE THEM OFTEN WITH THE GROUP TO GET THEM THINKING ABOUT WHAT VALUES LIE BEHIND DECISIONS THEY MAKE TODAY. When running a rank order exercise, keep the tone of discussion OPEN, ACCEPTING, and NON-JUDGMENTAL. If necessary, protect individuals from embarrassment or harrassment for what they believe. Discussion may follow this exercise; but it need not. Group members may enjoy having some psychological time and space to think through where they were one day and where they are today. If time for discussion: After several people have rank ordered the items, someone will have an opposite order from a previous respondent. The leader may wish to call that to his attention and ask, "Would you like to comment on that?" or "Would either of you care to say anything about the order in which you ranked the items?"

TO GET STARTED, YOU MIGHT LIKE TO TRY OUT SOME OF THESE SAMPLE EXERCISES

... *FOR ELEMENTARY SCHOOL CHILDREN* ...

HOW WOULD YOU RANK THE FOLLOWING THREE ITEMS - WHICH IS YOUR FIRST CHOICE, YOUR SECOND CHOICE, AND YOUR THIRD CHOICE?

1. Be responsible
   Be honest
   Be obedient

2. Be forgiving
   Be helpful
   Be imaginative

3. Be clean
   Be openminded
   Be ambitious

4. Be capable
   Be loving
   Be courageous

5. Would you rather be <u>spanked</u> if you did something wrong, have your <u>privileges taken away</u> for a week, or be <u>isolated from your friends</u> for a week.

6. If you had $10 million to spend, how would you rank the following as ways to spend it?

   - <u>Clean up polluted rivers</u> and streams
   - <u>Train poor people</u> to learn new jobs to support themselves
   - <u>Build a hospital</u> to improve health care

7.

SOME SAMPLES AND EXAMPLES

... FOR OLDER STUDENTS AND ADULTS ...

1. How would you like to be described? (from best to least)

   - Curious
   - Open
   - Acts on beliefs

2. If you had solid evidence that a student was a pusher, which would you do?(most likely to least)

   - Call police
   - Talk to student
   - Do nothing

3. How would you rank the following from most satisfactory to least?

   - To love someone, but lose
   - Never to love at all
   - To be loved more than you love someone

4. How would you rank these choices from the most desirable to least?

   - Front line fighting in Vietnam
   - Going to jail for refusing to be drafted into the Armed Forces
   - Losing your U.S. citizenship for evading the draft in Canada or Europe

5. In terms of what you want from your life, how would you rank these from most desirable to least?

   - Comfortable life
   - An exciting life
   - A sense of accomplishment

6. Which would you least like to be?

   - Blind
   - Deaf
   - Paraplegic (paralysis of lower half of body, including both legs.)

7. If Omar Khayam (or Kahlil Gibran) were alive today, what would he most likely be?

   - A philosophy professor
   - A businessman
   - A hippie

8. If a student has confided in a teacher that he has been experimenting with drugs what should the teacher do?

   - Notify school administration
   - Do nothing
   - Consult with student to try to help him decide what he needs to do as a next step

9. Both teachers and students have observed two students frequently selling or distributing pills and pot to other students on school grounds. What should these teachers and students do?

   - Call police
   - Report situation to school administration
   - Do nothing

EITHER - OR

WHAT IT IS: A choice-making strategy. People are asked to move around, to "vote" with their feet, and then talk about the choices they make to each other. In parliamentary procedure, it's a "division of the house."

WHAT IT DOES: As a "break" in a series of activities, EITHER-OR has people taking stands physically. It can be used with a large group of people, and it is a good way of involving an audience if you have been using a demonstration panel in a values clarification presentation. It is also a good transition activity between RANK ORDERING (three choices) and the VALUES CONTINUUM. As people participate in EITHER-OR, it is inevitable that some want to place themselves along a continuum (be a "compulsive moderate") rather than have to make choices among a fixed number of choices.

HOW TO DO IT: Sometimes we do have to make choices between two ideas or two things, though usually we would rather have more possibilities open to us. But, let's see how it feels to make these kinds of EITHER-OR choices. Let's all get together up here in the front (side) of the room. I am going to ask you to think of yourself in relation to some choices. For example, "Do you think of yourself as a *saver* or a *spender?*" If you are a saver, move to the front (left side, etc.)- the EITHER side of the room. If, on the other hand, you think of yourself as a spender, move to the back (right side, etc.) - the OR part of the room. Take a minute now to turn to someone near you, and talk just briefly with each other about how you see yourself as a saver or a spender. (Give them a minute or so and continue with the choices. If convenient, you may want to begin writing the EITHER-OR choices on the chalkboard, as you mention them.)

To continue, DO YOU SEE YOURSELF AS a	*EITHER*	-	*OR*
	grouper	-	*loner*
	city person	-	*country person*
	risk taker	-	*play-it-safer*
	doer	-	*putter-offer*
	punctual	-	*late*
	Pilgrim	-	*stay-it-homer*
	drug prone (incl. alcohol & tobacco)	-	*drug-resistant*

(After each body choice, you may want to ask them to turn to a new person and talk about how they made that choice for themselves. Or you may want to suggest it off and on. When the series of choices is completed and everyone is seated again, you may want to ask them to clarify their choices further.) On paper, (or in your VALUES JOURNAL) jot down a list of the choices you made for yourself. Take a look at them. Does there seem to be any logical connection for you among these choices? How do they fit together? What do they tell you about yourself? Can you write a I LEARNED statement? For example, I LEARNED that I'm the kind of person that ..... (After a few minutes..) Would any of you like to share your statements with the rest of us?

NOTE: This activity can be adapted to work the class is doing. The EITHER-OR choices might be in relation to characters in stories, issues in social studies or science, and so on.

VALUES CONTINUUM

WHAT IT IS: An appropriate, useful way of handling discussions of complex, and often controversial, issues. Involves the use of a continuum to discuss alternative ways of responding to the selected issue or problem.

WHAT IT DOES: Provides a way of helping people use a continuum to look into the various aspects of an issue or problem --

- to identify alternatives and reduce "either/or thinking,
- to show that it is useful to search for alternatives, and
- to predict consequences before making a choice

HOW IT WORKS: The leader takes an issue which is relevant to what the group is studying or interested in, draws a continuum on the chalkboard, and identifies two polar extreme positions.

FOR EXAMPLE: *ISSUE:* RESPONSIBILITY

DO NOTHING _____ LET ME AT IT
DAVE LOUIE

The leader then asks group members to identify a range of behaviors that fall in intermediate positions on the continuum. The leader writes these behaviors on the continuum, positioning them appropriately. Sometimes the leader suggests one or more alternatives when he thinks of some the group has overlooked.

After representative positions are written down, individuals on a representative panel or "volunteers" identify where they personally are and their names are written below the line opposite the behavior they can identify with.

A VARIATION -- Draw a continuum on a long piece of shelf paper which is taped to the chalkboard. State the issue across the top. Have members of the class identify alternative positions or behaviors along the continuum, and write them above the line. Leave a felt tip pen handy. During the week, let students decide where they are by writing their names below the line in appropriate positions. Also leave a roll of masking tape handy so that students can cover up their names if they change their minds and want to write in their names elsewhere. After students have had time to "own" different behaviors, the leader may initiate a discussion or ask them to consider what consequences of some of the alternative behaviors are.

KEEP THE MOOD OF THE ENTIRE EXERCISE NON-JUDGMENTAL!

WHAT HAPPENS: People begin to realize there aren't just two positions on any question -- there are alternatives and each has its own consequences.

SOME SAMPLES AND EXAMPLES

1. *ISSUE:* A teacher discovers a student smoking marijuana in the school bathroom. What should he do?

BANISH HIM FROM THE COUNTRY ——— INVITE EVERYBODY TO A POT PARTY

2. *ISSUE:* A student discovers a teacher smoking marijuana in the teachers' lounge after school. What should he do?

BANISH HIM FROM THE COUNTRY ——— JOIN HIM

3. *ISSUE:* Students are regularly throwing food around and at each other in the cafeteria. Almost all students seem to be participating. What should the faculty and administration do?

CLOSE THE SCHOOL FOREVER ——— GIVE THEM MORE "AMMUNITION"

4. *ISSUE:* A social studies teacher has been working with one of his students who needed a lot of help. One session, the student tells the teacher that a group of five boys -- none of whom are personally known to the teacher -- are shooting heroin regularly. What should the teacher do?

SEND THEM TO TURKEY FOR OPIUM ——— LINE UP A BETTER PUSHER

5. *ISSUE:* A seventh grade student is walking down the hall swinging his jacket. Just as he passes the Assistant Principal, he drops the jacket. As the Assistant Principal picks up the jacket to hand it to the student, a bag of marijuana and some pills fall out. What should the Assistant Principal do?

SEND HIM TO MEXICO ——— MAKE AN APPOINTMENT WITH THE STUDENT SO THAT BOTH CAN TRY SOME DOPE

6. *ISSUE:* You feel someone is "messing over you" all the time, and you're angry. What do you do?

SHIP HIM TO SIBERIA ——— HUG HIM

SOME SAMPLES AND EXAMPLES

7. *ISSUE:* A student has confided in a teacher that he has been experimenting with drugs. What should the teacher do?

BANISH HIM FROM THE COUNTRY _____ JOIN HIM

8. *ISSUE:* Both teachers and students have observed two students frequently selling or distributing pills and pot to other students in the school and on its grounds. It's an open secret. What should these teachers and students do?

CLOSE DOWN THE SCHOOL _____ SET UP A STORE

9. *ISSUE:*

10. *ISSUE:*

FORCED CHOICE

This version of the FORCED CHOICE values clarification strategy was prepared by Mr. Don Beatty, Assistant Superintendent, Curriculum, Garden City Public Schools. After an initial discussion of the three processes of valuing -- choosing, prizing, and acting -- Don Beatty uses this activity to open up communication and discussion within a group.

INTRODUCTION

The following exercise is intended to challenge your personal system of values in the drug abuse area in a step-by-step process. On a piece of paper, please number from 1 through 10. I will describe 10 situations, one at a time. Each situation will have key words to identify it. As I describe each of these situations, think about HOW STRONGLY you feel about that situation -- not how positive or negative, but how strongly. Use number 1 to indicate the situation you feel most strongly about, and number 10, the situation that you feel least strongly about. As you listen to the 10 situations, write down the key words between 1 and 10.

1. How strongly do you feel about the customs officer in New York who accepts a bribe to allow 10 pounds of heroin to slip through customs into this country? You can identify this by the key words -"CUSTOM BRIBE". If you feel extremely strongly about this, you might place this after number 1; if you feel that this is not very disturbing place CUSTOM BRIBE after number 9 or 10. You can put it any place you want to and you can change it as many times as you want to, as we continue to rank and value different situations. When we complete this exercise, you'll have a list beginning with 1, the item you feel most strongly about, to number 10, the item you feel least strongly about.

2. How do you feel about the young man who turns on his best friend to H (Heroin)? Use FRIEND to identify this situation.

3. How strongly do you feel about the policeman on a beat who takes a bribe to turn his back so that the pusher can deal? Use BRIBE to identify this one.

4. A high school student goes in to see a counselor requesting help because of drug involvement. As soon as the student leaves, the counselor calls the student's parents. The key word is COUNSELOR.

5. BOY FRIEND - A boy turns his girl friend on to pot using their mutual affection to bring pressure on her to try marijuana.

6. PUSHER - A pusher knowingly substitutes PCP and sells it for THC. (Leader may want to go into detail on these two drugs and on how common this substitution is.)

7. ADDICT - A user on H goes on a methadone maintenance program, but sells his methadone, using his methadone only a day or two before he goes back to pick up a new supply in order to be able to pass analysis.

8. DRUG COUNSELOR - A counselor in a drug treatment program is using drugs himself.

9. ACID HEAD - A young man, as a joke, puts LSD in his girl friend's coke.

10. MOTHER - A mother on heroin gives birth to an addicted baby

Now, give people a chance to shift their rankings around, making any changes they want to. Ask for some indication of these items that people felt most strongly about. You might ask for volunteers to say a little more about why they felt strongly about some of the top items. You will probably have to limit discussion or go into small groups for further discussion of this exercise. The leader should not allow any criticism of any persons for valuing the items as they do. This is a personal choice based on one's own personal value system, and each person's choice must be respected. This exercise should develop a much more open climate for further group activities.

****

ADDITIONAL ITEMS WHICH YOU MIGHT WANT TO WORK WITH ARE:

POT SMOKER - teenager who smokes pot 2 or 3 times a week.

THIEF - A drug user who steals to maintain his habit.

BUDDY - Person who has been "busted" and fingers another person who was doing the same thing he was.

NARC - A person who gets accepted by a high school group to get evidence of drug pushing and possession.

COUNSELOR - Counselor who turns student over to police after student asks for help with his drug problem.

FRIEND - A young man who offers friends a "joint" to be sociable.

DEFENDER - Parent who suspects his child is on drugs, but when told by teacher h panics and says his child couldn't be using drugs.

SOCIAL DRINKER - Adult who gets "stoned" on alcohol at parties every weekend.

AVOIDER - Adult who sees another adult selling junior high students pills and pot and does nothing.

THE PROUD LINE

WHAT IT IS: gives individuals in a group a chance to say "I'm proud that..." in relation to a specified area and publicly identify their feelings and values, if they want to.

WHAT IT DOES: helps people identify what they, in reality, can be proud of, whether it is something relating to writing skill, to relationships with others, to beliefs, or to something they have done

lets others hear what people are proud of and raises alternatives or new ideas for them

people do enjoy expressing pride in something they've done that might have gone unrecognized otherwise.

HOW TO DO IT: As a summary activity, generally -- after an activity that went well or a session that went well or a discussion that went well - when a group is feeling at peace with one another, use THE PROUD LINE to reinforce the feeling and to sum up where everybody is.

The leader usually selects a broad area or poses a general question, having group members take turns responding or PASSING.

A discussion may or may not follow. Sometimes after THE PROUD LINE, group members are asked to <u>write</u> their ideas or how they feel and give them to the teacher later.

Keep the atmosphere NON-JUDGMENTAL and secure for everyone. Everyone should feel that he can say what he really wants to say, or can pass if he wants to do that.

The leader usually participates <u>after</u> the others have, but with the understanding that his position is merely one position and is not meant to be the right position for everyone.

WHAT HAPPENS: Everyone gets a chance to briefly identify, if he wants to, something -- an action or a choice - he is proud of.

THE PROUD LINE - 2

SOME EXAMPLES AND SAMPLES

These are not separated for age groups.

1. Tell us something you are proud of strongly believing.

2. What is something you did recently that you are very glad you did.

3. Tell us something you're proud of --

   - that you wrote, or
   - that you have in your wallet or pocketbook, or
   - that you refrained from doing even though all your friends were doing it, even though you wanted to.

4. What are you proud of in your relationships to adults (or young people, in the case of adults in the group)?

5. What thing have you done recently for a friend that you are proud of?

6. What can you say that you are proud of in relation to your attitudes toward drugs?

7. What do you do in your spare time that you are proud of?

8. What habits do you have that you are proud of?

9. What thing do you do in relation to people who are different from you that you are proud of?

10. What did you do in class today that you're proud of?

11.

12.

13.

14.

BE SURE THE QUESTION ASKED IS SOMETHING THAT WOULD BE <u>INTERESTING</u> FOR THE GROUP. ROUTINE OR MORALIZING QUESTIONS OR AREAS ARE INAPPROPRIATE HERE.

PROBING PROBLEMS -
MOVING TO ALTERNATIVES AND CONSEQUENCES AND ACTION PLANS

People who deal most effectively with problems they encounter tend to be people who have learned and *internalized* a *PROBLEM-SOLVING PROCESS:*

PROBLEM ...	identify a problem - gather further information
UNDERSTAND AND CLARIFY ..	work with the problem to understand it fully, to know its dimensions, and to clarify it thoroughly
ALTERNATIVES ...	identify several ways of responding to the problem
CONSEQUENCES ...	look at each alternative to try to predict what would happen
ACTION PLAN ...	decide on the best course of action on the basis of the information and feelings that have been identified and analyzed.

How can we teach young children and older students these complex thinking and decision-making skills? How can we help them learn to put together the thinking and feeling aspects, the intellectual and emotional aspects, of themselves for effective decision-making? How can we help them learn how to help each other in positive and supportive peer group relationships?

Awareness-building and choice-making situations are useful. We also need to provide experiences and opportunities for children and young people to probe and examine both real and simulated problems, and to think through what they would do. "If I were faced with this problem, what would I do?"

ONE APPROACH: PROBLEM SITUATIONS

1. Pose a problem situation to a group - a problem story, a "trigger" film or filmstrip. Problems might reflect current social problems, a problem facing a person in a story or novel students are reading, a problem facing a scientist or mathematician. Whatever the problem, *it should be open-ended and real.*

2. Spend some time probing the problem - understanding its nature, clarifying its limits, gathering further information about it, and being sure that all in the group have a common understanding of the "facts" that are available.

3. Now, have them suggest various ways of dealing with or responding to the problem - possible "solutions." *BRAINSTORM - no suggestion should be disparaged, discarded, or even discussed at this point.* Without comment, write all of the suggestions in a series across the chalkboard. (Initially, it might be best to work with the entire group. As they gain skill in using the process, they can break into small groups to do this step. It is essential, though, to maintain the idea of *brainstorming - listing all possibilities without comment and judgment.* The sifting and judging comes later. Right now the stress is on the most creative thinking possible.)

4. Taking each of the alternative approaches in turn, ask group members to predict the consequences - predict what might happen if this approach was used. Write predictions underneath each of the approaches.

5. Now, ask each of them, individually, to write down what his personal decision would be - on the basis of the information he has and the thinking they have done together. How would he act, if faced with this problem?

NOTE: This need not, in fact should not, be a laborious, drawn-out exercise. Particularly at the beginning when you are really teaching a group a process this material should be paced smoothly and should involve a fascinating problem. After a group learns the process, they can set their own pace. But don't let them or you get bogged down in some phase of the activity.

6. *FURTHER PROBING AND VARIATIONS:*

Variation A: Ask students now to consider their individual decisions in light of the seven criteria elements of the valuing process. Ask each to number from 1 to 7 underneath the decision they have written down. Ask them to write down either "YES" or "NO" as you read the seven questions to them:

CHOOSING
1. Did you make this decision freely - without worrying about what others thought? (Write down YES or NO)
2. Did you consider alternatives - did you think about several ways of responding to the problem? (Write down YES or NO)
3. Did you consider consequences - what would happen - in relation to each of the alternatives? (YES or NO)

PRIZING
4. Are you happy with the choice? Do you prize it? (YES or NO)
5. Would you be willing to tell others about your decision? (YES or NO)

ACTING
6. Is this how you would really act? Would you really do this? (YES or NO)
7. Would this action be a pattern in your life? Would you act in a similar way repeatedly? (YES or NO)

If you can answer "YES" to six or more of these questions, your decision probably represents a value area in your life. If you can answer "YES" to fewer than 6 questions, you have an indication of your attitudes, interests, beliefs, and feelings, but your value commitments in these areas need further clarification.

Variation B: If students have had experience with "focusing", instead of the above process, you might want to ask them to move into FOCUS GROUPS of 3 to 4 people, and let a focus person in each group talk about the decision he made, what considerations were most important for him, and how he feels about his decision. (See GROUPING - FOCUS GROUPS)

ANOTHER APPROACH - FOLLOWING UP ON VALUES CONTINUUM

1. Pose a problem situation to a group. Have them list alternative responses on a VALUES CONTINUUM.

2. After a number of alternatives (at least 4 to 6 to move beyond EITHER-OR thinking) have been entered on the VALUES CONTINUUM (either at one time or perhaps over a few days so that students are challenged to think of new and appropriate responses), challenge them to turn their attention to consequences - to "what

might happen" if you chose and carried out each of these responses. (At least at first, it would probably be most useful to work with the total group, but as they get more skilled, small groups might be put together - each to work on identifying consequences of one alternative.)

3. After possible consequences of each alternative have been predicted, again ask each student to write down his decision - his action plan.

4. Students might probe their own thinking and feeling about decisions they have made in their VALUES JOURNALS.

EXAMPLES OF PROBLEM SITUATIONS

...You are a high school teacher. A student in your class tells you the names of four boys in the school who are using heroin. You don't know any of these boys well, but you are surprised that these particular boys are into heroin. As a teacher, what would you do?

...A fourteen-year old girl whom you don't know too well - usually you both just smile and say "hello" to each other - comes to you at school and says she has taken "acid" a couple of hours ago. She says she is feeling sick and she is frightened, though she looks pretty much like she normally does. She pleads with you not to tell anyone, she doesn't want to get "busted", but she needs your help. What would you do?

...A teacher has observed several students reacting and acting in a bizarre manner -- extreme hyperactivity, periods of withdrawal and depression, some surprisingly angry reactions considering the situations. Other students have reported to the teacher that these students are using drugs, but the students in question have not sought help from anybody. What should a concerned teacher do?

...Your parents have told you that you can have a party and invite about 20 friends, all under 18. Your parents have also indicated that they want no alcohol or drugs at the party, and you have agreed. The party is tomorrow night. Your father has an unexpected meeting and won't be home; your mother "trusts" you and your friends and will probably watch television most of the evening. Just today, one fellow you invited - a guy who is really popular and well-liked - told another fellow who is coming that he would bring the whiskey. What should you do?

WRITE YOUR OWN --

...

...

SENTENCE COMPLETION

WHAT IT IS: A method of getting students to identify for themselves some of their attitudes, interests, beliefs, activities, and other "value indicators".

WHAT IT DOES: Students are helped to sort out meaningful things in their lives, and think about what they feel and think about things. What comes out of such strategies usually is a fruitful list of some of the student's interests, hopes, fears, the people he likes the most, and some things in his life which he considers worthy or unworthy.

HOW TO DO IT: These SENTENCE COMPLETION items could be used as short writing assignments or as a SHARING LINE (a là the PROUD LINE or VALUE LINE)

EXAMPLES:

1. With a gift of $100.00, I would ...
2. If this next weekend were a 3 day weekend, I would want to ...
3. My best friend can be counted on to ...
4. My bluest days are ...
5. I can hardly wait to be able to ...

6. My children won't have to ... because ...
7. People can hurt my feelings the most by ...
8. If I had a car of my own ...
9. I've made up my mind to finally learn how to ...
10. If I could get a free subscription to two magazines, I would select ... because ...

11. Some people seem to want only to ...
12. The night I stayed up later than ever before, I ...
13. If I could have seven wishes ...
14. My advice to the world would be ...
15. Secretly I wish ...

"I URGE" TELEGRAM

WHAT IT IS: A short "acting" strategy which gives people an opportunity to take a position or suggest an action in relation to a situation, problem, or relationship that is important to them.

WHAT IT DOES: Helps individuals identify situations that bother them, think of possible corrective actions, identify who might be the person to contact, and decide the degree of their own personal involvement in the suggestions they have to make.

HOW TO DO IT: (Using either a demonstration panel or "whipping" around a classroom group.) There are many times when we want to express our feelings about something or someone or some situation and suggest a better way of doing something. Once in a while we might write letters "To the Editor" or send telegrams to congressmen or legislators or mayors. Many times the situations that upset us may be with people or situations closer to us than these examples -- in our schools, classrooms, communities, homes. We're going to ask you to think of a situation that bothers you and draft an "I URGE" TELEGRAM in relation to it. There are three things to think of:

WHO are you going to send the telegram to? (for example: All parents, All teachers, All truck drivers, Mayor,)

WHAT YOU WANT TO SAY (The message)

HOW YOU WANT TO SIGN IT (for example: your own name, 18-year-old voter, a friend, a person who cares, your initials, ...)

You may want to take time to write out your telegram - to think it through - before you share it with us. ...Who would like to begin?

SUPPORT GROUPS

WHAT THEY ARE: Support groups are a way of organizing a classroom group into small stable groupings that meet several times each week over a semester or a year. Each support group usually consists of four people, but might include three to five students. Experience with support groups indicates that groups are most successful when they are randomly organized. Support groups become the "home base" for students after a while, the place they go for sharing strengths, for help and support and acceptance, and for confronting problems.

WHAT THEY DO: Support groups are a way of *using peer relationships in a positive, reinforcing fashion*. They provide a place for students to practice new listening, helping, and discussion skills and relationships. Since support groups are not originally friendship groups, they offer students a chance to test out and explore their "people skills" with people other than their normal friendship choices. Support groups also provide a way for giving *more students* in the classroom *time to interact and talk and work with one another*. For example, if the total classroom is discussing something, only one person can talk at any one time. If the same thing is being discussed in support groups, 7 or 8 students will be talking at any one time, and if focusing rules are used, all will get a chance to talk on the subject or topic.

HOW TO DO IT: In the beginning, the activities of the support group should be carefully planned and structured to help them get to know each other well and to teach them the skills of focusing, listening, and helping. Though support groups may have and probably should have specific tasks to perform, the emphasis is both on task and PROCESS -- the way they are going to do it.

There are many things that support groups can do. SUPPORT GROUPS can be used for:

-- SHARING. A person in each support group shares a paper he wrote, an idea, an experience, and so on. The others can react, hear him acceptingly, draw him out to talk more on the subject. Initial activities of support groups might be similar to those used in the SHARING TRIOS activity.

-- FOCUSING. The leader or teacher throws out a subject for discussion -- something interesting, controversial, something almost everyone has a position on or something to say. In focus groups, one person volunteers to be the FOCUS PERSON. He is the center of attention in his group and is in control of

discussion in the group for an announced period of time -- 3 minutes; 4 minutes, 5 minutes. He talks, and the others in the group have the task of listening carefully, preferably in an accepting fashion -- smiling, perhaps nodding heads to indicate they are listening to what he is saying and feeling. They do not have to agree with him, but they do have the job of listening empathetically, trying to understand his position and how he feels about it. They try to put themselves "in his shoes". When the focus person finishes speaking, the others may reflect back what they heard him saying and may begin to draw him out and to help him explore his own thinking. (SEE the rules for FOCUSING for further discussion of the focus person, the others in the group, and the procedures. Note that each takes turns in becoming the focus person, the center of attention.)

-- PROBLEM SOLVING. A problem is posed and support groups - either by using the FOCUSING discussion process or by BRAINSTORMING - list solutions, consider the consequences of each, and come up with a list of priority solutions. Another level of problems which support groups might work on are:

.. What questions should be used to evaluate a unit of work?
.. What to do about the fact that the class is often to noisy?
.. What would be a good ending for a story?
.. How might inflation by controlled, wars ended, pollution controlled...?
.. How can we multiply numbers that are bigger than the ones in the times table?
.. If you had $5,000 to improve this school, how would you spend it? Be specific.

-- LEARNING. Students in each support group can take turns teaching others, or learning from others. As examples:

.. Test papers are returned. Each student takes a turn on focus, getting help from the others in understanding his errors.
.. A student who was absent gets help from his group on work he has missed.
.. A student who knows something unusual teaches the members of a group.
.. Students pair up and drill each other on spelling or other subject areas.
.. If individualized contracts are being used, support groups can help members decide whether their contracts are reasonable, they can support and remind each other about work each contracted to do, and can give each other feedback on work done.

-- EVALUATION. After students have confidence in each other and are skilled in "positive feedback", have them develop criteria to judge their own work. Then, within support groups, have them look at each person's work, according to the criteria.

-- GENERAL SUPPORT AND ADVICE. In a world where few really listen to one another, it is useful to have time for small groups to meet and follow the FOCUSING guidelines without any content specified. Members can talk about themselves, or a problem, or whatever they individually or collectively decide. This might be a second-level activity for support groups after they know each other and the group FOCUSING rules. It is important that they eventually begin to do this, though. It gives reality to the claim that a support group is the "home base" where each relaxes and feels comfortable, safe, and accepted. To begin to build up this climate, try to FOCUS HELP activity. Build in variations as you go along.

FOCUS HELP: Give each person in each support group 3 pieces of paper or 3 4x6 file cards. Sometimes we use words as walls to keep others away rather than as doors to reach out to each other. Written messages to each other can cut out the chatter that we sometimes use to fend people off or to avoid really listening to one another. Written messages to each other encourages us to be more introspective and thoughtful. Take one of the cards and write on it a description of some incident when you were younger WHEN YOU NEEDED HELP AND SOMEBODY HELPED YOU. ...When you are finished writing, exchange cards with others in your group. Read each card, look directly at the other person when you hand it back and let that person know with your eyes that you understand what he or she was saying -- without saying a word.

Now, on the second card, write about a time in your life WHEN YOU NEEDED HELP BUT DIDN'T GET IT. (Exchange messages, read each others, "eyeball" your understanding.)

For the third card, write about HELP THAT I COULD USE NOW. (Exchange, etc.) (If time) Put your three cards together, reread them, and see if you can add some statements to your VALUES JOURNAL or DIARY about the person you are. Do you have any further insights into yourself? Do you see yourself differently? Or do you feel more comfortable with yourself, just as comfortable?

FOCUSING: A DISCUSSION TECHNIQUE

FOCUSING - focus person is CENTER OF ATTENTION

ACCEPTING - others may not agree, but they listen, accept, and try to understand

DRAWING OUT - helping the focus person explore his thoughts and feelings

TWO RULES FOR THE FOCUS PERSON

1. State your position.	..State your ideas and feelings. ..Take time to think. Pause if necessary. Be honest.
2. Keep control.	..If necessary, remind others that it's your turn to talk ..If there is something you would rather not talk about, simply say so or "pass". ..If you're not sure how the group is receiving you, ask them.

FIVE RULES FOR GROUP MEMBERS

1. Try to hear.	..Put your own ideas on the shelf until it's your turn to be on focus. ..Try to understand AND feel what the focus is trying to communicate.
2. Help the focus know that you understand.	..You can reflect his exact words: "You came to the top of the stairs..." ..You can paraphrase something he said, as a kind of summary: "I guess all those things made you feel uneasy." ..Or simply say that you understand: "I understand." or "I can see that you feel strongly about that."
3. Help the focus feel good about talking.	..Perhaps ask him to tell you more. ..Show attentiveness, perhaps by nodding. ..If appropriate, comment positively: "I'm glad you spoke." "I like the way you told it."
4. Help the focus to think.	..Offer help when he's off the track: "If I have it right, your initial or first concern was..." ..Or when he seems stuck: "I can mention one idea that might help you, if you'd

like to hear it now."
..Or when he might be forgetting something: "Perhaps your feelings, which I don't think you mentioned, influenced your behavior."

5. Be careful about asking questions.

..Avoid fogging questions: "Wouldn't you agree that ..." or "Don't you mean that ..." These statements are putting something on the focus person.
..Since questions may lead a focus person into talking more about what <u>you</u> need to hear than what <u>he</u> needs to talk about, try a simple statement (in place of what might be a question): Not: "Why" but "If you would like to explain it, I'd like to hear why."
..Questions that deal with procedures, rather than content, often <u>are</u> useful: "Would you like to summarize before you give up the focus?", "Want to hear how we see your situation?", etc.

THREE RULES <u>FOR PROCEDURES</u>

1. Take turns.

..When the focus person says he'd like to give up the focus, give someone else a turn.
..Stick to time limits, if these are used.
..Consider "whipping" around, each person in line taking a turn.

2. Use alternating focuses for disagreements.

..When two persons are in strong disagreement or conflict, the group can hold back and allow the two to alternate as focus and responder.
..One person is focus. The other responds by listening, reflecting understanding, helping the focus think, and avoiding asking questions.
..Then they reverse the roles. And they keep reversing roles until both feel they understand each other.

3. Look back over the session.

..Leave some time at the end for a look back at how closely the group was able to follow the rules.

You might want to use scales like these on the right below to evaluate yourself:

How well did you follow the focus rules? in general?	1_____10
Did you communicate acceptance to the focus person?	1_____10
Inside, how accepting did you feel?	1_____10
How well did you draw out the focus person?	1_____10

The group might be encouraged to talk about the process. Is it easier to focus when you know that you are going to have a chance?

making decisions
self-motivated?
deeply involved?
taking responsibility?

Do you want students to begin to move in this direction?

WHAT ONE TEACHER CAN DO

Many teachers want to move toward more flexible classrooms where children and older students learn to identify what they need to know and do, where they learn to take greater responsibility for their own learning and doing, where they help each other, and where the teacher is increasingly a resource person to individuals or to small groups of students.

These kinds of flexible classrooms don't just happen in a week or so. Both students and teachers have to learn new styles of working together. How can teachers in a school or one teacher *begin to move toward this kind of classroom?*

Merrill Harmin* has suggested an outline of some sequence that a teacher might use to move his class toward more human, more flexible, more responsible, and more relevant learning, a path you might want to explore with your class.

1. *PERSONALIZING THE CLASSROOM*

   If the classroom has been essentially academic in focus, a teacher can do many things to bring human needs and concerns into awareness. These activities can help students and teachers understand one another and themselves better and can prepare a base for responsible cooperation.

   Try values voting, rank ordering, value or proud lines, either-or activities, value continuums, "like" lists, the code of arms, thought-feel cards, one-minute reaction statements, and action projects.

2. *BUILDING SMALL GROUP EFFECTIVENESS*

   It may be useful to rearrange the classroom to promote more purposeful communication and interaction, but using small groups in ways that are comfortable for everyone is a good next step. In the beginning, groups should be small, have brief times to meet, have very clear objectives, and have tasks and issues that interest them.

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*This material is a slight adaptation of materials written by Merrill Harmin which appear in the Waterford Schools Drug Education Guide. Most of the activities mentioned above are fully discussed in the book Values and Teaching by Rath, Harmin, and Simon (Charles Merrill, Publ., 1966).

Use the sharing games. Teach other communication skills as they are needed for readiness: listening skills, helping skills, stating one's position in the one-minute reaction statements, asking clarifying questions, and ways of resolving conflict are key skills.

Use focus groups for sharing, for discussion, for problem solving, for learning, for evaluation, for self-exploration, and as general SUPPORT groups. Teach the rule of positive feedback.

3. *USING SMALL GROUPS FOR ACADEMIC LEARNING*

Now it is possible to shift much of the learning process from individual work or from large group work to a small group setting. This helps students learn to be more responsible for themselves and for each other, two important prerequisites for an ideal learning system.

Have them help each other on specific learning tasks, finding new ways to help each other become competent or reach a certain level of competency, but moving through a sequence of learning tasks at their own rates. Work in the notion of a values journal and have them jot down feelings and thoughts in relation to specific activities. Have them begin working on values sheets related to academic tasks they have performed.

4. *MOVING FROM FACTS TO CONCEPTS AND VALUES*

For most classes, a useful next step is a broadening of subject matter, away from emphasis on facts and memory, toward a focus on concepts and values. Use the three levels notion. Use value sheets followed by small group sharing. Expand the use of action projects. Have focus groups develop their own value sheets, if they are old enough. Continue to use some of the previously mentioned strategies, where they are relevant.

5. *LEARNING SHEETS AND LEARNING CONTRACTS*

The teacher may now consider introducing a self-directing curriculum that is commercially available, using small groups to help students learn and to reinforce learnings of students who act as student teachers and to get the sharing that is needed to meet the social needs of students. Or the teacher may, with the help of others, construct his own set of "lessons", put them on sheets, and call them "learning sheets." Use learning contracts for individual students. Use small group setting to help learners live up to and take responsibility for the contracts they make. Learning sheets should, of course, focus on concepts and include value issues.

6. *STRENGTH TRAINING*

A series of lessons to strengthen students' ability to face what is sometimes a difficult environment and still have a fair chance

of meeting their needs may be a next stage.

Teach lessons on persistence, correcting oneself, handling distracting desires, and cooperative problem solving.

7. *HUMAN NEEDS THEORY*

Students can be taught the human needs theory and given practice in applying it to stories they read, current events, classroom situations, and their own lives. A non-punitive approach to discipline can be based around this unit, but no approach to discipline is satisfactory until students have productive learning experiences that entice them.

8. *A LEARNING SYSTEM*

Once things are falling into a pattern, let it be for a while. Let students explore familiar techniques and activities in a variety of ways. Push to clarify and deepen experiences.

To illustrate the idea of a three-level curriculum -- FACTS, CONCEPTS, VALUES -- a portion of an article which appeared in Social Education, May, 1969 is reproduced below.

TEACHING HISTORY WITH A FOCUS ON VALUES

by Merrill Harmin, Howard Kirschenbaum, and Sidney B. Simon

What do we mean by a focus on values?

First, we believe that every subject in the curriculum can be dealt with on three levels: The facts level, the concepts level, and the values level. To illustrate how these three levels differ, let us consider a typical subject-matter area in American history - the formation of the Constitutional system and how it contributed to the workings of our American government.

On the *FACTS LEVEL*, we might find questions like these:

1. In what order did the states ratify the Constitution?
2. What were the major differences between the Constitution and the Articles of Confederation?
3. Name the founding fathers who were most instrumental in the formation of the Constitution, and tell the part that each played.
4. What resolutions did the Constitutional Convention pass on the issue of slavery?
5. Describe the ten amendments which make up the Bill of Rights.

Obviously, the factual level has its importance; but few would dispute the point that teachers must go beyond this level. It is widely recognized today that teachers must help students to understand concepts and to see how separate facts can be related through the process of generalization. Jerome Bruner's work has helped give this notion widespread attention.

On the *CONCEPTS LEVEL*, then, we might entertain questions such as these

1. Why did the founding fathers believe it necessary to have a Bill of Rights? Relate their thinking to Washington's Farewell Address.
2. What were the causes of the American Revolution and how typical were they of revolutions in general?
3. How did the Constitution prevent "taxation without representation"?
4. If the Constitutional Convention had declared slavery illegal, how might the course of American history have been different?
5. What was the reasoning behind separating the powers into three branches of government?

Students do not really understand a subject until they can deal skillfully with it at the conceptual level - until they can see interrelation

ships, support generalizations, and understand causes and effects. It is skillful teaching at this level which makes up feel proud and excited to be history teachers. However, a student may be able to think and learn at the concept level and still find history irrelevant and boring.

This is where the values level comes in. On the values level, the student is asked not only to understand history, but to become personally involved in it, perhaps to take a stand, to relate the concepts to his own times, and to consider alternatives of action for his own life.

Here are some questions that raise issues to the *VALUES LEVEL:*

1. If you were at the Constitutional Convention, how would you have voted on the question of slavery? What are some things students your age have done about the race problem in America today? Have you done anything?
2. Compare the ways in which decisions are made in the United States government with the ways decisions are made in your family. Are there checks and balances? What part do you play in family decisions?
3. If you wanted to change something in our society or in this school, what are some ways you would go about it? Have you tried any of them?
4. The First Amendment affirms the right of freedom of speech. Have you made use of that freedom recently in a way of which you are proud? Name five things more important to you than freedom of speech.
5. Here are five civil liberties issues which have recently come up before the Supreme Court. Before I tell you the Court's decisions, I would like you to divide into committees and pretend that you are on the Supreme Court. How would you decide on each? Give your reasons.

Notice how often the word "YOU" appears on the values level. The emphasis is on the student's values, beliefs, and behavior. By beginning with these questions of values, he can be led to see the relevance of history to the present and to his own life. By ending with these value questions, prior studied facts and concepts come alive in a context of reality.

EIGHT VALUE CATEGORIES:

THE CORONADO APPROACH

Values clarification, as a process, does not teach any one values system. It does not provide answers to people. Rather, values clarification gives people a way of looking at the choices that confront them, encourages them to think of alternatives and examine possible consequences, and then make decisions based on thoughtful examination of the information they have and the values they hold.

An alternative and possibly supplementary approach to values education is the one used by the Coronado, California Drug Education Program, and which[1] is discussed in their drug abuse education curriculum guides.

This Coronado values teaching program uses an approach and materials based on the eight categories of universal[2] human needs which have been described and researched by Lasswell. Since almost all human needs and wants can be classified under these eight categories, teachers can systematically help students examine their own human value systems and relationships. In the Coronado approach, teachers raise direct questions about the values expressed in human behaviors and relate behaviors back to the eight categories. Each of the eight categories are on a deprivation-enhancement continuum, and individual positions can be related to places on these continuums. Lasswell's approach suggests that deprivation in any one or more of these categories prevents a person from achieving his own potential or prevents him from treating others in ways that enhance their personalities. Enhancement in each area aids each person to reach his potential and to behave similarly to others.

The eight categories of qualities which people want, need, and tend to value are:

- *AFFECTION -- love and friendship*
- *RESPECT -- recognition*
- *SKILL -- development of talents*
- *ENLIGHTENMENT -- information relevant to making important decisions*
- *POWER -- participation in making important decisions*
- *WEALTH -- goods and services*
- *WELL-BEING -- mental and physical health*
- *RECTITUDE -- responsibility, sense of right and wrong*

The Coronado program is saying that students need systematic and conscious attention to these eight areas in order to become people who make life-fulfilling decisions. In addition to activities suggested in the curriculum guide, Coronado teachers[3] in the elementary grades use the Human Values series of readers.

As an example of this approach, a teacher might have students do SENTENCE COMPLETION items that relate to these eight value areas:

AFFECTION:	On the way to school I see some friends, We say, "Hi" to each other. Sometimes we just wave to say "Good morning." One of my friends is ... When I meet someone who has no friends, I ...
RESPECT:	I once won a blue ribbon in my class for ... When one of my friends does something good, I ...
SKILL:	I can do some things better than my friends. My friends like me to ... In school we practice our writing. We want to write well because ...
ENLIGHTEN-MENT:	My friends and I learn many things in class. We like to learn about ... I saw a film. It helped me to learn about ...
POWER:	When I get to choose a game, I feel ... If my class elected officers, I would like to ...
WEALTH:	If I want to buy a birthday gift for my friends, I ... When I want a new toy (a new...), I get the money for it by ...
WELL-BEING:	I have some friends in other classes. We have fun. Sometimes we eat lunch together. Then we are happy and we ... I am unhappy when my friends ...
RECTITUDE:	Sometimes my friend and I help make people happy. We like to ... We keep our classroom neat. I help ...

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[1]Copies of the CORONADO, CALIFORNIA CURRICULUM GUIDES are available from the Coronado Unified School District, Drug Abuse Education Program, 555 D Avenue, Coronado, California, 92118. The elementary level guide is $2.50, and the junior high and senior high level guides are each $2.00.

[2]W. Ray Rucker, V. Clyde Arnspiger, and Arthur J. Brodbeck, Human Values in Education. Dubuque, Iowa: Wm. C. Brown Book Company, 1969. See also: Harold D. Lasswell, and Robert Rubenstein. The Sharing of Power in a Psychiatric Hospital. New Haven, Conn. Yale Univ. Press, 1966.

[3]V. Clyde Arnspiger, James A. Brill, W. Ray Rucker, and Zelda Beth Blanchette, The Human Value Series, 1969. (Student and teacher editions are available from the Steck-Vaughn Company, Box 2028, Austin, Texas, 78767)

VALUE DEFINITIONS AND VERBAL EQUIVALENTS FOR TEACHERS

The eight categories of values which form the basis of the Coronado "values-oriented approach to teaching results from almost three decades of sociological research involving studies of worldwide institutional practices and personal strategies designed to satisfy man's needs and wants."

AFFECTION is liking, loving, or being friends with someone. Affection refers to the degree of love and friendship of persons in primary and secondary relationships. Primary refers to person-to-person relationships in intimate groups, such as the family. Secondary relationships are more remote ones. Use of the word "degree" indicates that affection, like other values, is relative. Members of close groups express affection by warm, friendly, and congenial actions toward one another. In less intimate groups, affection may be expressed as loyalty to country or state. *VERBAL EQUIVALENTS: love, friendship, fondness.*

RESPECT is recognizing that every person is important, including one's self. It is also admiring or looking up to others. Respect refers to the degree of recognition given to persons in their capacity as human beings. As a rule, the higher the respect attained by a person, the more competence and reliability can be attributed to his behavior. Respect is earned through performance. We also have minimum respect for every human being - respect for life. *VERBAL EQUIVALENTS: courtesy, recognition, honor, admiration, compliment, look up to, do honor to.*

SKILL is the ability to do something well. Skill refers to the degree of development of talents. Every individual has potential physical and mental talents which he should develop. There is a wide range of skills. The broad headings of physical and mental skills include motor skills, thinking skills, communication skills, social skills, and aesthetic skills. *VERBAL EQUIVALENTS: ability, capability, talent, training.*

ENLIGHTENMENT is learning or knowing about important things. Enlightenment refers to information about the past and present, as well as estimates of the future, relative to making important decisions. Enlightenment may be identified as the knowledge necessary to make important decisions. *VERBAL EQUIVALENTS: knowledge, education, learning, understanding information.*

POWER is making decisions and helping others to decide important things. Power refers to the degree to which a person influences informally the behavior or actions of others, as well as the degree to which he participates in the process of making important decisions on a more formal basis. Some decisions are often referred to as sanctioned decisions - "sanctioned" because laws are passed by those who are in authority, and these laws are enforced by police officers who have been given the authority to do so. Unsanctioned decisions are those not enforced by law, although they too are a form of power. These decisions also involved individual choices, and they may or may not be important to other persons. In all societies decision making involves power. How we use power determines what kinds of citizens we are. The measure of how democratically we use power is the degree to which our decisions contribute to the wider sharing of human values. *VERBAL EQUIVALENTS: leadership, influence, authority, decision-making.*

WEALTH is having things one needs or wants, including the things or services that are done for him. Wealth refers to the degree to which individuals have access to goods and services. How much we desire wealth is relative to our wants and needs. Money represents a claim against society for goods and services. *VERBAL EQUIVALENTS: goods, money, income, property, food, shelter, clothing, performing a service.*

WELL-BEING is feeling well and being happy. Well-being refers to the degree of one's mental and physical health. It is largely dependent upon status in the other social values. Deprivation in any of the other human values may cause a reduction of well-being status. The loss of well-being, mental or physical, in turn may cause loss of status in other human values. *VERBAL EQUIVALENTS: health, happiness, feeling well, contentment, relaxation.*

RECTITUDE is doing the right thing, treating others as one would like to be treated, or sharing values. Rectitude refers to the degree of moral practices and ethical standards. In a free society, the moral person acts in ways which contribute to the wide sharing of human values. The degree to which a person is <u>responsible</u> for his own behavior is implied. Man has faced differences between right and wrong since his earliest days on earth. These differences are of importance to all. *VERBAL EQUIVALENTS: honesty, fair play, justice, responsibility, trust, keeping one's promises.*

ABOUT ME, by Harold Wells & John T. Canfield. Teacher's guide (#5-25-005, $3.95 each) and student handbook (#5-25-001, 69¢ per single copy) Available from Combined Motivation Education Systems, Inc., 6300 River Road, Rosemont, Illinois, 60018.

CASES AND CONTROVERSIES, American Education Publications, 55 High Street, Middletown, Ct. 06457. A series of short, paperback units has been developed based on the Harvard Social Studies Project and focusing on the analysis of value-laden public controversies. These units can be used in a variety of social studies courses and are among the few commercially published materials on value analysis. A few of the titles are: "Taking A Stand", "Negro Views of America," "Race and Education," and "Status."

CLARIFYING VALUES: A HANDBOOK OF PRACTICAL STRATEGIES by Sidney Simon, Leland Howe and Howard Kirschenbaum. (New York: Hart Publishing, 1972) 80 methods for values clarification are described, with instructions for the teacher and numerous examples of the basic strategies. Available May, 1972 $3.25. (Cloth, $6.25)

CLASSROOM IDEAS FOR ENCOURAGING THINKING AND FEELING by Frank E. Williams. Available from D.O.K. Publishers, 771 E. DeLavan Avenue, Buffalo, New York, 14215 for $7.50 per copy or 5 or more copies for $6.00 each.

380 concrete teaching ideas to develop thinking and feeling behaviors in elementary school children are presented. Each idea is coded in terms of 6 subject matter areas, 18 teacher strategies, and 8 pupil behaviors - thinking (fluent, flexible, original, elaborative) and feeling (willingness, courage, challenge, intuition).

CORONADO, CALIFORNIA CURRICULUM GUIDES. Copies of these value-oriented guides are available from the Coronado Unified School District, Drug Abuse Education Program, 555 D Avenue, Coronado, California, 92118. The elementary level guide is $2.50, and the junior high and senior high level guides are each $2.00.

THE HUMAN VALUE SERIES , 1969, by V. Clyde Arnspiger, James A. Brill, W. Ray Rucker, and Zelda Beth Blanchette. (Student and teacher editions are available from the Steck-Vaughn Company, Austin, Texas.

HUMAN VALUES IN EDUCATION, by W. Ray Rucker, V. Clyde Arnspiger, and Arthur J. Brodbeck. Dubuque, Iowa: Wm. C. Brown Book Company, 1969.

INQUIRY INTO CRUCIAL AMERICAN PROBLEMS, Jack Fraenkel, ed., Prentice Hall, Inc., Englewood Cliffs, New Jersey, 07632.

This is a series of paperback books focusing on a variety of value-laden issues in contemporary society. A few of the volumes are as follows: "Teenagers and Sex", "Alienation," "The Drug Scene," "Prejudice and Dissent," "Propaganda, Polls, and Public Opinions."

ROLE-PLAYING FOR SOCIAL VALUES: DECISION-MAKING IN THE CLASSROOM, by Fannie R. Shaftel and George Shaftel, Englewood Cliffs, N.J.: Prentice-Hall, 1967. $8.00

SCHOOLS WITHOUT FAILURE, by William Glasser. Harper & Row, publishers, 1969. Approximately $4.50, hardcover.

Specific ideas for running three types of classroom meetings -- social - problem-solving meetings, open-ended meetings, and educational-diagnostic meetings -- to help students learn how to deal effectively with ideas and problems that concern them. Also proposes alternative approaches to heterogeneous classes, testing, homework, marking procedures, and student classification.

SOCIOLOGICAL RESOURCES FOR THE SOCIAL STUDIES, Allyn and Bacon, Inc., 680 Forrest Rd. N. E., Atlanta, Georgia 30312.

While these materials stress that they maintain value neutrality, teachers can use some of these materials to focus on value issues. Some of the Episodes now in print are "Leadership in American Society A Case Study of Black Leadership", "The Influence of Poverty in the United States", "Images of the People". A new semester course in Inquiries in Sociology will soon be published. (In one unit, students view a film entitled "My Childhood", which compares the early years of Hubert Humphrey and James Baldwin. Students then listen to a tape recording, "The World Across the Street", in which groups of blacks and whites talk about their goals and aspirations).

SYNOPSIS, Curriculum Innovations, Inc., 5454 South Shore Drive, Chicago 60615.

SYNOPSIS is published every other week in a school magazine format. Each issue focuses on a particular topic and compiles a variety of viewpoints about the issue. For example, one issue focuses on ecology, and has excerpts from *Ramparts, Time, National Review, Environmental Science and Technology*. Students can compare the views of the President, youth leaders, blacks, scientists, communists, and college students.

VALUES AND TEACHING: WORKING WITH VALUES IN THE CLASSROOM, by Louis E. Raths, Merrill Harmin, and Sidney Simon. Charles E. Merrill, Inc., Columbus, Ohio, Publishers, 1966. $4.25, paperback.

Statement of a value theory, description of a valuing and value-clarifying process, and presentation of specific instructional strategies and materials for using theory and process in the classroom.

VALUES AND YOUTH: TEACHING SOCIAL STUDIES IN AN AGE OF CRISIS, No. 2, Robert D. Barr, ed. Available from National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington, D. C., 20036, 1971. $2.75 paperback.

VALUES EDUCATION, Rationale, Strategies and Procedures, edited by Lawrence E. Metcalf. National Council for the Social Studies, 1971, paperback.

VALUES CLARIFICATION, A Handbook of Practical Strategies for Teachers and Students by Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum. Hart Publishing Company, Inc. New York, 1972. $3.95 paperback.

VALUING IN THE FAMILY, by Herbert O. Brayer and Zella Cleary. Pennant Press, Progressive Playthings, Inc., P. O. Box 20633, San Diego, 1972. $3.95 paperback.

NOW YOU GET TOGETHER, Alameda County School Department, 224 West Winton Ave., Hayward, California 94544. $2.00/copy, booklet form.

For inservice education and curriculum development.

VALUES IN ACTION, by Fannie & George Shaftel, Holt, Rinehart and Winston, Inc., New York, N.Y. cost, $99.00. 10 Filmstrips, 4 records and Teacher's Guide.

Values education, through role-playing. Focus on Self, school, friends. For use in Intermediate Grades.

DEVELOPING UNDERSTANDING OF SELF AND OTHERS, (DUSO Kit D-1), American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota, 55014. $85.00, Puppets, stories, cassettes, props and posters in metal case.

To provide experiences which focus on self-awareness, inter-personal relationships, group process, focuses on affective domain.

DECIDING, A LEADER'S GUIDE: DECIDING, STUDENT HANDBOOK,by Gelert, Varenhorst & Carey. Available from College Entrance Examination Board, New York. $2.00, booklet form.

To provide decision-making experiences and opportunities to learn decision-making processes. Deciding provides rationale, focus on values and valuing through a variety of classroom practices and techniques.

NOW I'M READY, Pflaum/Standard "Dimensions of Personality", 38 West Fifth Street, Dayton, Ohio 45402. $7.56, This is a tool kit of strategies and techniques.

Achieving an atmosphere in which a person can clearly see that we get as much back from life as we put into it.

MATERIALS AVAILABLE
from
Values Associates and the
Adirondack Mountain Humanistic Education Center

*=new titles

Dec. 1971

1. Values and Teaching by Louis Raths, Merrill Harmin & Sidney B. Simon. (Columbus, Ohio: Charles E. Merrill, 1966) The basic text on the "values-clarification approach." $4.25.

2.*Clarifying Values: A Handbook of Practical Strategies by Sidney Simon, Leland Howe and Howard Kirschenbaum. (New York: Hart Publishing , 1972) 80 methods for values clarification are described, with instructions for the teacher and numerous examples of the basic strategies. (If you send payment for this book now, it will be sent to you as soon as it comes off the press, around May, 1972) $3.25. (Cloth, $6.25)

3. WAD-JA-GET? The Grading Game in American Education by Howard Kirschenbaum, Sidney Simon and Rodney Napier (New York: Hart Publishing, 1971) A controversial new release by the publisher of Summerhill. $2.25. (Cloth, $7.50)

4. Freedom to Learn by Carl R. Rogers (Columbus, Ohio: Charles E. Merrill, 1969) A basic text in humanistic education. $4.25.

5. Understanding the Problem Child by Louis Raths and Anna Burrell (West Orange, N.J.: Economics Press, 1963) Title should be "Understanding People." Has 200 suggestions to help teachers meet the emotional needs of students. (This pamphlet is the foundation of "IALAC.") $1.50.

6.*"How Can We Teach Values?" a 3-article pamphlet containing "Three Ways to Teach Church School" and "Your Values are Showing" by Sidney Simon, and "How Can We Teach Values?" by John Westerhoff. 50¢.

7.*"Values Clarification at the Family Table" by Kirschenbaum and "Dinner Table Learning" by Simon. Two related articles in one pamphlet. 50¢.

8. "Teaching English with a Focus on Values" by Kirschenbaum and Simon. 30¢.

9. "Teaching History with a Focus on Values" by Harmin, Kirschenbaum & Simon. 30¢.

10. "Teaching Afro-American History with a Focus on Values" by Simon & Carnes. 30¢.

11. "Teaching the Black Experience" by Kirschenbaum. 30¢.

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